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Instructional Development Institute for Teacher Trainers: Applications of Technology and the Newer Media for Cross-Cultural Groups. Plan of Operation.

Michigan State Univ., East Lansing. Instructional Development Service.

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A five-week summer institute for 35 teacher educators is proposed to further the improvement of undergraduate instruction in teacher training institutions. Emphasis will be on the utilization of the newer media and application of technology to education. In response to the need for a systematic approach in defining instructional problems and effecting feasible solutions, special attention will be given to updating the participants' knowledge and skills in curriculum development, particularly for programs to prepare teachers of cross-cultural groups (e.g., inner-city, migrant, and other disadvantaged youth). Approximately 50 per cent of the program time will be devoted to total group presentations and discussion; 25 per cent to small group activities and individual consultation with faculty; and 25 per cent to individual laboratory work (in such instructional approaches as closed-circuit television, modular scheduling, and auto-tutorial techniques) and to field study of such facilities as instructional media centers, listening-learning laboratories, and teaching centers. Participants will submit an instructional development proposal for institute evaluation. (Included is information on criteria for participant eligibility, faculty, facilities, and stipends.) (JS)

ED032285

MICHIGAN STATE UNIVERSITY

INSTRUCTIONAL DEVELOPMENT INSTITUTE FOR TEACHER TRAINERS: APPLICATIONS OF TECHNOLOGY AND THE NEWER MEDIA FOR CROSS-CULTURAL GROUPS

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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PLAN OF OPERATION

Under Education Professions Development Act
Part D

for

Summer 1969

Instructional Development Service
Michigan State University
East Lansing, Michigan

Signed

Dr. John Dietrich
Assistant Provost and
Director, Instructional
Development Service
Michigan State University

Signed

Dr. Elwood E. Miller
Assistant Professor, College Educ.
Director, EPDA Institute
Michigan State University

SP003079

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ABSTRACT

a. Type of Grant
Institute for Teacher Trainers

b. Agency or Institution
Michigan State University

c. Name of Director
Elwood E. Miller

d. Duration of Project
Five (5) weeks (July 28, 1969 to August 29, 1969)

e. Funds Requested
$59,872 .

f. Project Summary

Many programs for the education of teachers reflect major discontinuities between the society in which these teachers will operate and the training which their programs provide. Lack of response to the technological base present is the society has been one major source of this difficulty. There exists a need for teacher trainers to examine the potential of the technologies of education with a view to applying appropriate methods and systems to their field.

The Michigan State University Institute will be concerned with instructional development procedures in teacher training. Emphasis will be placed on utilization of the newer media and the application of technology to education. The need for a systematic approach in determining the instructional problems and effecting feasible solutions will be accomplished by updating the participants' knowledge and skills in curriculum development including such development for cross-cultural groups.

The instructional strategies employed in the institute will fall into three major categories: (1) Total group presentations and discussions, (2) Small group discussions and seminars, and (3) Individually problem-centered consultations and work sessions.

The objectives of the institute are based on the attainment by the participants of increased knowledge and skills in the application of technology and use of the newer media. These experiences will assist the teacher trainers in the task of developing programs for teachers who are preparing to teach in situations involving cross-cultural groups (inner-city, migrant, and other disadvantaged youth).

Specific Objectives: (1) To introduce the participants to the latest instructional development methods and techniques for inducing change in the areas of curriculum, instruction, and learning. (2) To assist participants in collecting, analyzing, and synthesizing current media information and developing methods for diffusion of this information to their administrators and teachers. (3) To develop and strengthen the participants' competencies in the utilization of technology and designing teacher-training programs. (4) To develop the media competencies of the participants through self-instruction and work experiences. (5) To provide the participants with experiences in the development and efficacy of different evaluation techniques. (6) To apply technology and media to instructional development problems emanating from cross-cultural groups in the classroom. (7) Defining through actual and simulated

experiences the parameters of those persons concerned with teacher education at various levels (student teaching, college classroom, in-service training).

Staff members of the following Michigan State University interest areas will participate, where applicable, in the institute program.

1. Curriculum
2. Communications
3. Instructional Media
4. Sociology
5. Disadvantaged Youth
6. Psychology
7. Teacher Education
8. Anthropology

MICHIGAN STATE UNIVERSITY

Instructional Development Institute for Teacher Trainers:
Applications of Technology and the New Media
For
Cross-Cultural Groups

I. NEED FOR THE INSTITUTE

An integral feature of Part D of the Educational Professions Development Act is the authorization for institutes for trainers of teachers. A major purpose being to update those teacher trainers in instructional development techniques utilizing both technology and the newer media.

This clearly implies an additional need for strengthening existing teacher education programs in colleges and universities and, in particular, by updating and training of the teacher trainers and those responsible for instructional development in teacher-training institutions.

One aspect of teacher education which needs strengthening and emphasis is the area of instructional development and selection and utilization of "newer" educational media related to instructional improvement through the use of applied technology. Advances in educational technology in general and the newer media in particular have placed new and increasingly complicated demands on the teacher trainer, both in helping to develop sound educational programs and in applying the technology intelligently and appropriately. This necessitates an updating of knowledge and experiences of teacher educators in these areas. Most instructional specialists have been unable to stay abreast of new

developments in the psychology of learning, in the application of the other behavorial sciences, and of the application of technology to the solution of instructional problems.

To meet the need of the teachers of today, it is essential that qualified institutions work with teacher trainers as rapidly as possible to increase their competencies in all facets of instructional development.

Public School systems in general have evidenced a desire to change their curriculum by adopting new methods using new media and materials. Instruction of teacher trainers will provide at the source better trained, new teachers with currently applicable skills. This will insure more efficient instruction in terms of more effective student learning. Many public school systems have proceeded to change their curriculum and adopt new methods, new media and materials more rapidly and more extensively than have the teacher education institutions.

Goodlad points out the disparity: "The curriculum reform movement has proceeded apart from the education of teachers of our teachers."[1] Teacher-training institutions must carry a major burden of responsibility for transmitting the instructional development and media "know-how" to the teachers of the future.

Institutions of higher education are increasingly involved in the process of curriculum improvement in the public schools through workshops and institute programs provided for by Federal legislation.

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[1]Goodlad, John I. (ed.), The Changing American School, 65th Yearbook of the National Society for the Study of Education, Part II, the Univ. of Chicago Press, 1966, p. 57.

This legislation, in the past and under the present Education Professions Development Act, stresses the utilization of newer media and materials as an important and necessary part of teacher education programs. The emphasis of this institute will be directed toward this end: the improvement of undergraduate instruction in teacher-training institutions. This will be accomplished by instructing participants in the educational application of media as part of curriculum planning and instructional development.

Recent legislation and concomitant social changes have created a serious gap in the teacher-training programs of our colleges and universities. Instructional Development courses have consistantly been designed to meet the needs of teachers in the so-called "middle class" society. The redesign of school districts has placed in the forefront the necessity of teachers being involved with cross-cultural groups. Areas previously classified as dealing with the problems of disadvantaged, migrant and inter-city youth are now expanding to include all schools within the educational district.

Teacher-training institutions must, therefore, emphasize instructional development techniques that will enable teachers to adapt their teaching in such a way that maximum learning can be achieved by all students.

This proposed institute will, therefore, provide teacher trainers with a program in instructional development techniques that will enable them to adapt their teaching to this end. Seminars directed toward specific instructional problem areas will be included in the institute program. Areas of primary interest will include emphasis on program development for the children of migrant workers, inner-city youth, and other disadvantaged students (cultural, social, environmental).

II. PURPOSE

It is proposed that an institute be held for thirty-five (35) participants who have direct responsibility for the training of teachers in their home institutions. The Instructional Development Institute will be directed toward development methods and techniques to (1) update the quality of instruction of the teacher trainers and (2) provide the experiences whereby these persons will gain the "know-how" to teach media competencies as a basic part of curriculum development programs.

The institute will undertake to familiarize participants with: (1) pertinent learning and communication theory and practice in instructional development work with college faculty and prospective students; (2) the provisions for an organization of effective instructional development services; (3) current developments in curriculum design

of teacher education programs; (4) current innovations and developments involving instructional technology; (5) pertinent laboratory experiences in closed-circuit television, language laboratory, modular scheduling, group instruction, auto-tutorial instruction, simulation, and (6) principles and procedures in planning, writing, and executing instructional development proposals.

III. OBJECTIVES OF THE INSTITUTE

A. To introduce the participants to the latest instructional development methods and techniques for inducing change in the areas of curriculum, instruction, and learning.

B. To assist participants in collecting, analyzing, and synthesizing current media information and developing methods for diffusion of this information to their administrators and teachers.

C. To develop and strengthen the participants'competencies in the utilization of technology and designing teacher-training programs.

D. To develop the media competencies of the participants through self-instruction and work experiences.

E. To provide the participants with experiences in the development and efficacy of different evaluation techniques.

F. To apply technology and media to instructional development problems emanating from cross-cultural groups in the classroom.

G. Defining through actual and simulated experiences the parameters of those persons concerned with teacher education at various levels (student teaching, college classroom, in-service training).

IV. PROJECT ORGANIZATION - CONTENT AND SCHEDULE

Participants will be required to develop and submit projects (work experience) for institute critique and evaluation in the following topic areas:

A. A plan for the improvement of teacher education by application of educational technology and the effective use of media. This plan should be pertinent to his needs and evidence a reasonable chance for implementation on his home campus.

B. A paradigm for an instructional development procedure applicable to his instructional situation.

C. A proposal for an instructional development project directed toward strengthening teacher-training to meet cross-cultural needs.

D. An instructional development plan for his institution including as appropriate: (1) staffing, (2) guidelines for policies and practices, (3) acquisition and budgeting schedules, (4) distribution and maintenance plans, (5) information storage and

retrieval, and (6) design, production, and diffusion of dissemination patterns.

NOTE: This exercise would be designed to meet the needs of each individual participant at his appropriate level.

E. A loose-leaf reference manual to include up-to-date information on instructional development will be compiled by participants for institute distribution.

V. NUMBER OF PARTICIPANTS

The need for the proposed institute is urgent. A preliminary assessment of available, qualified faculty, housing, and instructional facilities indicates that thirty-five (35) persons could participate in the institute with optimum efficiency and effectiveness. It is proposed that the institute accomodate this number.

VI. CRITERIA FOR ELIGIBILITY OF PARTICIPANTS
(Selection Procedures)

Applicants for the Michigan State University Higher Education Media Institute for Improvement of Teacher Trainers must qualify under the following provisions to be eligible for selection:

A. Applicants must have or share in the responsibility for an existing or proposed college or university media center and/or instructional development programs and/or members of the instructional staff of educational media and/or methods

courses who have responsibility for preparing teachers in the effective use of educational media and/or who are directly involved in student teaching programs and/or be responsible for pre or in service training of teachers for working in cross cultural teaching-learning situations.

B. Applicants must be recommended by their dean, department chairman, or appropriate official with indication that they are or will be assigned responsibility in the area of media and/or instructional development in the undergraduate academic and/or progessional education courses of the institution

C. Final selection of participants will be made by a selection committee composed of the institute director, associate director, and members of the institute faculty.

VII. PROGRAM OF THE INSTITUTE

The institute program will be conducted six (6) hours per day, five (5) days per week over a five (5) week period plus laboratory and independent study periods in the evening and on weekends. Time allocations are approximate, but it is estimated that fifty per cent (50%) will be devoted to common elements in general meetings with staff presentations directed toward meeting the objectives as previously stated (Page 5); twenty-five per cent (25%) will be devoted to small group activity and individual participant consultation with institute faculty. These sessions will be designed to meet the individual needs of the participants; the remaining twenty-five per cent (25%) will allow

for laboratory work most meaningful to the participant such as: Closed-Circuit Television, Instructional Media Center, College of Education, Instructional Resources Center, Human Learning Institute, Math-Science Teaching Center, Listening-Learning Laboratory, Planetarium, Structured Learning and Teaching Environments (SLATES), etc., and related field trips to other area institutions where unique and innovative applications of instructional development techniques are in evidence such as Community College, Grand Valley College, Western Michigan University, local OEO Center, Detroit inner-city, and migrant worker area.

A. The total institute program will be conducted in three major phases.

Phase I will involve the total group in presentations and discussions of educational technology, educational philosophy, learning theory, communication theory, and critical issues influencing the education of teachers.

Phase II will be directed toward the areas of concern of the individual participants. Seminars, small group discussion and individual consultations between participants and staff and/or consultants will be utilized to meet this need.

Phase III will encompass field trips and practical experiences designed to update the participants knowledge of technology and newer media applications as they apply toward effective teaching techniques.

NOTE: Activities in the above phasing will in some instances be concurrent.

Details of the proposed institute program are shown in Exhibit A, appended. The proposed program is flexible in nature and is subject to change as dictated by the developed needs of the participants. However, it is not anticipated that the changes which evolve will alter the emphasis of the stated objectives.

B. Laboratory experiences will be provided for individual participants in one or more of the following areas: (1) Language Laboratory, (2) Instructional Television, (3) Instructional Media Center, (4) Learning Systems Institute, (5) Instructional Development, (6) Information Storage and Retrieval Center. Selection of participant area(s) of concentration will be determined after exposure and analysis of all areas to the total group. These laboratory periods will be scheduled to meet the needs of the participants on an individual basis. These sessions will be of appropriate time and number to allow all participants to meet their specific needs. Institute staff and consultants will be available for direction and consultation during laboratory periods.

C. Participants who desire graduate credit must apply for admission to the graduate school. Six (6) term credits may be earned by enrolling in ED 881. Credit earned for the institute experience may be transferred to institutions other than Michigan State University in accordance with related regulations.

D. The institute program is designed to meet individual needs and interests by grouping participants with common interests and problems, providing ready access to appropriate institute staff members, and emphasizing individual consultation with the institute faculty.

E. The importance of effective human relations and appropriate strategies in working with faculty on instructional development will be a point of institute emphasis.

VIII. FINANCIAL PLAN - Appended

IX. EVALUATION AND DISSEMINATION

An on-going evaluation will be conducted during the life of the institute. Both the objective and subjective parts of the evaluation will be conducted independently by the Michigan State University Evaluation Service. One person in each of the following areas will constitute the evaluation team: Instructional Development, Teacher Training, and Sociology. This team will observe all phases of the institute and prepare an evaluation report for distribution.

The final institute report will be a cooperative effort of the participants and staff. This report will be utilized to disseminate the accomplishments of the institute.

X. THE INSTITUTE'S ADMINISTRATION AND TEACHING STAFF

Director:
Dr. Elwood E. Miller
Assistant Professor
College of Education
Instructional Media Center
Michigan State University

Associate Director:
Dr. Robert D. Kline
Associate Professor
College of Education
Instructional Media Center
Michigan State University

All of the instructors listed below for full or part-time assignments are professionals in one or more phases of educational technology and are experienced in instructional development procedures. Each instructor will be assigned to small groups and to individuals involved with program development, laboratory experiences, and instructional development proposal and will have responsibility for pertinent group presentations. In addition to general professional competencies in indicated areas, each staff member has one or more specialized areas of competence appropriate to the Institute program.

STAFF MEMBERS

Dr. Robert H. Davis
Director, Learning Services
Professor of Psychology
College of Social Science
Michigan State University

Dr. Iwao Ishino	Professor of Anthropology Professor, James Madison College Michigan State University
Mr. Bruce Miles	Head of Learning Resources Instructional Media Center Michigan State University
Dr. Paul W.F. Witt	Professor, College of Education Head, Instructional Development Instructional Media Center Michigan State University
Dr. Charles F. Schuller	Professor, College of Education Director, Instructional Media Center Michigan State University

CONSULTANTS

Mr. Nathaniel Dixon	Director of Education Smithsonian Institution Washington, D.C. Expert on inter-racial affairs
Dr. Helen Marie Redbird	Professor, Dept. of Social Science Oregon College of Education Monmouth, Oregon
To be named	Authority on Mexican-American Affair

XI. PHYSICAL FACILITIES

A. Housing

During the regular academic year, the university provides modern dormitory facilities for most of its 39,000 students. Facilities will be made available in August for Institute participants and their dependents. Housing structures include:

1. Dormitory rooms for individual students.
2. On-campus furnished university apartments for families.

Room and board costs are reasonable. Dormitory room costs are $14 per person per week when sharing a room and $18 per person per week for a single room. Married family housing will also be available in August at $94 to $100 per month. Food is available on campus at modest prices.

B. Instructional Space

Located on Michigan State University campus are excellent instructional spaces and facilities for large group, small group, and individual instruction. It is anticipated that the new Language-Math Building will be the site for the Institute. It contains four auditoriums and a variety of small and large classroom spaces fully equipped with new media facilities.

C. Other Agencies

Michigan State University is well-known for its application of both ITV and ETV. The extensive CCTV system currently serves 180 classrooms on the campus, providing 18,000 student credit hours per term. Listening-learning laboratories provide 356 student stations for language instruction; carrels programmed with appropriate media for individualized study are being used by teacher education, anatomy, physiology, humanities, bio-chemistry, soil science, secretarial science, music, and nursing education. Classrooms and kivas for large group presentation involving media have certain unique features which will be of interest to participants. These and other pertinent facilities on the Michigan State University campus will be available for observation and laboratory work appropriate to the Institute program.

D. Recreational Facilities

Recreational facilities are varied and extensive at Michigan State University. The campus has tennis courts, two large indoor swimming pools, a large outdoor swimming pool, an indoor skating rink, and extensive intramural athletic facilities are available under certain conditions to participants and their families upon payment of a modest fee. Parks, lakes, and a

university-owned golf course are within a few minutes drive of the campus. The Interstate Freeway System leads directly to the campus from all parts of the State.

XII. STIPEND CLASS

It is understood that the participants will be paid their full stipends, including the amount for dependents.* No deductions will be made from the stipends for room, board, or other expenses accruing to the participants. Such costs will be paid by the participants, not deducted from the stipends.

*Two-thirds of the particpant's stipend will be given during the first week and one-third of the stipend on the last day of the Institute.